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**THE INDUSTRIAL TRAINING
OF THE BOY**



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MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.
TORONTO



FIG. 1. — Play and industry begin as one and the same thing.

PLATE I.

THE INDUSTRIAL TRAINING OF THE BOY

BY

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"TRAINING THE GIRL,"
ETC.

New York

THE MACMILLAN COMPANY

1914

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Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

PREFACE

THERE is in progress in America to-day a slow-going, subtile movement which bids fair to revolutionize the entire social order. By this I mean the tendency toward rendering common industry cultural and spiritualizing. It is the watchword of this volume that common work can be so related to the industrial worker everywhere that he may not only find exceeding great joy in his daily employment, but that he may continue to develop his personality in such ways as to make peace, contentment, and spiritual poise predominating elements of his character.

For many ages we attempted to build society upon the basis of a selected few superior individuals. But now we are planning a democracy of the common man, and I for one have much faith in the outcome of the issue. But in order to reach this highly desirable goal we must undertake a few very distinctive things in the matter of training the young. (1) All able-bodied boys and girls must be trained in at least one of the trunk-line industries, and this discipline must be considered a part of the ordinary schooling. (2) The industrial training must be required of all alike, not so much in thought of making a living as in thought of the higher purpose of making a life. (3) In the carrying forward of the two foregoing purposes the work and industry assigned to the growing young will be emphasized more as a means of building up

their characters, and less in respect to the mere money-earning results. Self-support, or the ability to make a living, may be regarded as a necessary and happy incident of every forceful, rightly developed personality.

This volume is constituted of Part One of the author's larger work, "Training the Boy." This smaller book was a part of the original plan, and is intended to suggest ways and means whereby parents and others may conduct their children through some such ideal course in industrial training as that outlined above.

WILLIAM A. McKEEVER.

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**THE INDUSTRIAL TRAINING
OF THE BOY**

THE INDUSTRIAL TRAINING OF THE BOY

CHAPTER I

THE PRE-SCHOOL DEVELOPMENT

THE head of a big mercantile establishment, who was likewise a man of many affairs, and the father of four growing children, sat in a group with a bank president, a newspaper man, and a college instructor. "I once believed that business success would be the all-absorbing problem of my life," said the banker, "but now I look at the matter differently. The chief concern of any father is, or should be, that of making respectable and useful citizens out of his children. Of course business success is a means to this end."

Was this business man right? Should parents regard success in business as a necessary but subordinate affair, which at its best must contribute its results toward the building up of good lives in their children? Beyond a doubt the civilized world is slowly coming to the acceptance of this position. Land and merchandise stock and money, constitute a certain kind of wealth, but they are best measured in terms of service to human life. Every year an increasing number of captains of wealth are tiring of mere big business as a life pursuit, and are seeking places for the profitable investment of their money in human welfare. More than 50 per cent of the millions of dollars contributed during the past year to charity and other forms of the public good went directly to the support of the agencies for saving and training the young. In a

sense, the many privately-donated child-saving institutions throughout the country imply a general failure of parenthood and of the home training attempted by parents.

INDUSTRIALISM THE BASIS

This is an age of industry. Labor is the first agency in the creation of all the material wealth of the world. "The men who go downtown from six to eight in the morning make things," said a shrewd metropolitan business man. "We who go down during the next two hours put in all of our efforts trying to take things away from one another." How true indeed is the first part of the foregoing statement. Then, why not make creative or productive ability a fundamental test of character?

But there is coming a gradual change in respect to the situation. Labor is becoming yearly more dignified. The hours of work are being shortened. The masses of those who work are being allowed time and opportunity for recreation and self-improvement. The various states and the national governments are leagued together in a great movement which is destined to bring about a slow reconstruction of society with intelligent industry as its foundation. Compulsory educational laws are beginning to reach every child and to require continued attendance at school for a period of seven or eight school years. Far-seeing child labor laws are likewise reaching the masses and forbidding the employment of any growing boy or girl in the profit-sharing industries. The typical workman of the next generation gives promise of being a man of substantial culture and of general interest in human affairs. From the ranks of the coming industrial class, the rulers, the statesmen, and all the other persons of high official capacity are destined to be drawn. Is there a thoughtful parent in the country who will be so neglectful of his duty

as to permit his own son to grow up without any substantial industrial training?

CULTURAL ASPECT OF INDUSTRY

The ordinary serious-minded parent will naturally ask himself how he can best bring his own growing child into vital relation to the new cultural industry. How can he train his boy to work at tasks suited to the boy's years and strength? How can he make his young son fond of work and a master of some type of industry? How can this same boy be led on toward courageous manhood, the parent inculcating in him at all times a wholesome regard for the great toiling masses and a fixed purpose of linking his life permanently and helpfully with that of others?

This problem of training the boy may seem tedious at first, but slowly it becomes a most enticing one. After a few frank discussions of the boy's future, with the boy as an active participant, the young son himself begins to catch the spirit of it all and to square himself for the coming man pictured in his youthful mind. "Catching the spirit of it all!" — that is a phrase of great charm and meaning; for, after a father and his boy have once learned to find enjoyment in planning the latter's growth into honorable manhood, a successful career for the youth has at least been well begun. And then, industrial training must be thought of first of all as *cultural*, a form of discipline necessary for every boy or girl whom we may expect to live wisely and magnanimously. It is a vicious theory that only those who are to be compelled to work with their hands should be educated industrially.

OBEDIENCE A PREREQUISITE

"First obey, then acquire, then contribute." This is somebody's suggestive way of sketching the life course of

the successful and happy individual. Strange to say, the most wholesome relationship of authority and obedience between parent and child results from a form of training begun in infancy. Careless infant training means that much loss of effectiveness in the later effects of discipline. So, for the sake of being clear and specific and helpful, let us now enumerate some of the arrangements in the baby's life, which pave the way for securing the obedience of the child and for directing his journey toward maturity.

1. The infant child learns to use his voice as a first weapon of offense and defense. By putting little events together he discovers that crying brings results, thus he compels the nurse to take him up or give him nourishment, and in many other ways to contribute to his personal comfort. It is literally true that in a very few weeks the ordinary child may become whimsical and almost tyrannical in the dealings with his caretakers.

One of the first essentials of the conscientious parent is to learn to discriminate between the cry of pain and hunger and the cry of exercise. To be healthy a child needs to cry briefly and frequently during the day. This is really the infant's best gymnastic. Crying aids and accelerates the normal circulation of the blood, assists in throwing off the impurities of the body through the pores and otherwise, and gives a stimulation helpful in distributing the nutriment necessary in building up every part of a strong physique.

The first lesson in teaching obedience is that of reducing the infant's life to routine or rhythm. The nurse or other expert authority will make a schedule of times and occasions for every event in the infant's life. This routine should be rigidly held to from the first. In a short time the meals, the periods for sleep, the excretions, the

crying, and the other exercises of the day will form themselves into a rhythmic process giving the maximum of good health for the child, of ease in caring for him, and of promise for future self-control.

2. The intelligent parent will take no risks and admit of no innovations in respect to the feeding and medical care of the infant. Expert authority may seem high-priced, but in the end it proves to be far cheaper than mere guessing and blundering. The life of the little one is centered chiefly in the stomach. It is therefore necessary to consult a reliable guidebook on child feeding and to follow the prescribed regimen faithfully. To give one wrong article of diet may start a series of troubles that a month's hard work cannot correct. Illness, loss of sleep to both parents and child, irritableness on the part of both, enforced medicine giving, permanently weakened vitality — these may all follow one seemingly slight mistake in feeding. As a further result, and perhaps the most serious one of all, the rhythm and regularity is lost out of the infant's life and is replaced by peevishness and whimsicalness. The sick child is necessarily trained more for disobedience than for obedience.

3. The far-seeing parent will be exceedingly careful not to have the child treated as a mere plaything. The first step in spoiling the young character is often that of overfondling. Any healthy-minded adult is naturally fond of teasing and tossing and coddling a clean little infant, and the child is necessarily made to suffer the consequences of all such practices. Overexcitement of the nerves, an impaired digestive function, broken sleep, irritability, and retardation of physical growth are some of the certain results of this misplaced attention to the human infant. During the first days of life, a child should sleep practically all the time not spent in taking nourish-

ment. By very slow degrees the waking moments are extended to a few hours of cooing, kicking and exercising in the open air. The healthy child, and therefore the one most promising as a subject for careful development, necessarily needs a quiet, serene, and comparatively undisturbed infant life.

After consulting something like a hundred volumes on the care and training of childhood, the author is led to urge that medicine giving is a serious thing to begin in case of the infant, and that such practice should be given over to the special direction of the trained nurse and physician. Very probably medicine kills more children than it cures. As evidence supporting this statement the reader is referred to a bulletin entitled "Habit-forming Agencies," recently issued by the National Government and to be obtained free for the asking. The evidence goes on to show that medicine ignorantly administered leads not only to many serious physical complications, but to long-standing errors in the character and mind development of the young.

THE PRE-SCHOOL DEVELOPMENT

We have attempted to make it appear that the successful industrial training of the boy begins in infancy and that a regular systematic mode of infant life is most helpful. *Rhythm* has thus far been our suggestive term, and by this we mean such regulation of the child's habits of sleep, taking nourishment and exercise as will result in the maximum of physical and mental health. We have also urged that there naturally comes out of such a well-regulated order of infant life a willing obedience to parent direction and a greater degree of facility in the industrial training to follow.

Expression rather than repression should be the motto



FIG. 2. — Just as much in school as they will ever be at any age.

for the young child. "Don't" is too often almost the only forceful and effective word used in boy training. Carried to excess, this restraint and prohibition leads the young boy on to an obscure outlook on life and its possibilities.

THE MONTESSORI METHOD

Madam Montessori, the great kindergarten teacher of Italy, has certainly hit upon a sound and beautiful ideal and one that fits excellently into the task of training the ordinary boy. This method reduced to common-sense terms and supplemented by suggestions occurring to the author may be sketched as follows: —

(1) A healthy child has an instinctive disposition to act courageously and vigorously. Give this energy an outlet.

(2) This spontaneous conduct furnishes meanings and interpretations out of which all helpful knowledge grows.

(3) The director of the child must plan less for the repression and more for the expression of the child's instinctive dispositions and desires.

(4) Then, give the child something to do. Get behind him to direct him rather than in front to hinder him. Allow him to make blunders, but help him to correct them as he goes.

(5) Furnish an inexpensive set of tools and devices for the work of the child. Work and play as yet both look alike to him. They merely furnish an interesting outlet for his pent-up energy and are therefore both delightful.

A COMMENDABLE METHOD

The underlying idea of this book on boy training is that successful development will come only at the expense of early care and supervision. The following statement

taken from a personal letter is an excellent illustration of what is meant by practical child training:—

“I have five children of my own to train and, in this connection, might add that all have begun very early to render some domestic service. My boy in his fourth year takes great delight in gathering the eggs as fast as they are laid, and in getting in wood and coal occasionally. The boy of six has regular tasks, such as delivering milk to neighbors. The boy of nine is required to take care of ponies, cow, and chickens, besides doing some work in the garden. He is now employed by a neighbor also to take care of chickens, lawn, and flowers, while the family are in the mountains for a month. I regard this as valuable training for the boy while he is out of school. In this connection, I try to see that his work is regular, not overburdensome, that he is not overpaid, and that he is not paid before the work is done; also, to see that the work is well done, and that the money earned is not foolishly spent. As the boy has a strong appetite for sweets, we have to let him spend a little in that direction. The girls, eleven and thirteen years of age, are trained to spend a few hours each day in regular domestic service. This is, of course, being increased as they grow older. We proceed on the theory that a child learns to be industrious by being industrious.”

FURNISH LIGHT TASKS

As the training here outlined goes on, it becomes the imperative duty of the parent to see that the small boy has some light task to perform. The first thought of the trainer may be that of convenience and profit, but such purposes do not properly belong in a scientific course of child training. It will be rather inconvenient and utterly without pecuniary profit to the parent, if we consider the

time and energy necessarily expended in directing the small boy to obey and to perform the light assigned duties. "A child of this age is in the way, more trouble than he is worth, and I would much prefer to do the tasks myself." The foregoing is a stock statement of the usual misinformed boy trainer, and suggests the fundamental error of regarding the boy as if his work were for the sake of the profits rather than for the sake of his character development.

As a substantial beginning of the industrial training, therefore, the mere three-year-old boy may well be required to perform a few three-minute tasks daily. He should be sent across the room to pick up his playthings, or to bring a needed article to his mother, or to carry an object to some one else, and the like. The fundamental idea is that the child be directed to do some specific thing worth while and that he be caused to carry out directions as given. To be sure, these light duties are not serious enough to be listed as work, but they are, nevertheless, splendid means of preparation for the work and industry to follow in the growing life.

It is necessary and most helpful in the training here considered that the parent give frequent expressions of approval of duties well performed by the boy. Such attention and approval soon becomes the child's best reward and his best incentive for further efforts. In fact, fulsome praise and well-directed approval on the part of the wise parent naturally substitutes for the scolding and faultfinding so common in case of the unwise one.

SOMETHING CONSTRUCTIVE TO DO

It is really imperative that the small boy be provided daily with some constructive work-play activities. It is as natural for him to desire to build playhouses, mud-

dams, and "thing-a-bobs" of other sorts as it is for healthy grown men to desire and need wholesome occupation. Therefore, one must learn to see things from the boy's point of view, and thus fall in with his childish plans and specifications for constructive play-work. One must not only let him do the thing his own way, but at times assist him in so doing. His movements may be crude, but his instinctive purposes are right and sound, and the latter must be directed rather than suppressed. Best of all, the boy who is thus supported in his juvenile undertakings early forms the practice of coöperation with the parent. The parent stands ready to support and to direct the youthful problems, while the child takes on an increased disposition to obey.

Stimulated with the assurance of affectionate help and approval and with the expectation of being rewarded in many other ways, the boy now shows the first real indications of being on the way to higher industrial attainment. A wholesome work-and-play arrangement will call for a thoughtful alternation of these two helpful forms of discipline.

WHAT OF THE KINDERGARTEN?

All city parents will naturally have to meet the question of the kindergarten school — whether or not to send the boy. The answer of those who have given this question lifelong consideration is in effect that no kindergarten, either public or private, will probably harm the boy, and that the net results in practically every case will be helpful in the problem of industrial training, and otherwise. The kindergarten training is especially valuable in the refining of the hand movements. The boy whom such discipline teaches to thread a needle, to build block houses, to make designs in clay or sand, and the like, is

thus materially advanced on his way to the more difficult achievements to come. In the ordinary case, therefore, the parent may consider it fortunate if there be an opportunity to send his boy for a term of the kindergarten training.

Give an ordinary man an ax, a saw, a plane, or a pitchfork and ask him to use it. A moment's effort on his part will reveal his early practice — or the lack of it — in the use of that particular tool. No amount of present training in the use of this implement will possibly bring about the manual skill that could readily have been acquired in early boyhood. Moreover, the father who, for example, never even learned to sharpen a carving knife need not expect to be able to teach his boy to put an edge on any kind of tool or implement. The distinctive service of the kindergarten training is that of starting the learner in the performance of a large variety of manual activities, thus paving the way for future skill and dexterity.

TRYING OUT THE BOYS

It is exceedingly important that the small boy be given the widest possible range of childish practices during the pre-school age. Even his play may be made to serve this purpose. For example, he may be for a time a make-believe carpenter and thus learn many simple lessons in respect to the care and handling of tools. If there be an older brother who has already taken such a course, and who is required to be on work duty a certain number of hours per day — then the latter may be appointed as instructor for the younger one. In such a case it is necessary that some definite task be assigned. Suppose the specific problem be that of learning how to file a hand saw or a hoe. The six-year-old may approach the task in the attitude of one at play, and even then he may be shown

precisely how the work is done. Such knowledge is likely to remain with him and serve a good purpose many times in his life.

LITERATURE ON THE PRE-SCHOOL DEVELOPMENT

The reader is strongly advised to become a subscriber to some magazine which treats ably the child-welfare problems. Many such magazines may be listed.

American Motherhood. Coopertown, N.Y. Monthly. \$1.00 per year.

The Child Welfare Magazine. Philadelphia, Pa. *Organ of the National Congress of Mothers.* Monthly. \$1.00 per year.

A Study of Child Nature. Elizabeth Harrison. 207 pp. Chicago Kindergarten College.

Mother and Baby. Anne E. Newton, M.D. 238 pp. Chapter VI, "Habits of the Baby." Lothrop, Lee, & Shepard Co., N.Y.

The Care of the Child. Mrs. Burton Chance. 242 pp. Chapter VII, "Disease of Childhood." Penn Publishing Co., Philadelphia.

Boy Wanted. Nixon Waterman. 134 pp. Chapter I, "The Awakening." Forbes & Co., Chicago.

The Psychology of Child Development. Irving King. 265 pp. Chapter II, "Primary Problems Relating to the Child's Earliest Experience." University of Chicago Press, Chicago.

The Care and Feeding of Children. L. Emmett Holt, M.D. 195 pp. Chapter III, "The Diet of Older Children." D. Appleton & Co., N.Y.

Children's Rights. Kate Douglas Wiggin. 235 pp. Page 221, ff., "Other People's Children." Houghton, Mifflin Co., Boston.

Youth — Its Education, Regimen, and Hygiene. G. Stanley Hall. 379 pp. Chapter I, "Pre-adolescence." D. Appleton & Co., N.Y.

Making the Best of Our Children. Mary Wood-Allen. 253 pp. Chapter V, "Two Methods with the Baby (6 months)." A. C. McClurg Co., Chicago.

The Culture of Justice. Patterson Du Bois. 282 pp. Chapter VII, "Specimen Applications." Dodd, Mead & Co., N.Y.

Studies in Character Building. Mrs. E. E. Kellogg. 368 pp. Page 76 ff., "Obedience." Good Health Publishing Co., Battle Creek, Mich.

The Healthy Baby. Roger H. Dennett, M.D. 235 pp. Part II, "Hygiene and Training." The Macmillan Co., N.Y.

CHAPTER II

THE PUBLIC SCHOOL AND ADJUSTMENT

THE public school work is to be considered part of the general course in industrial training. The same principles and applications are called into service as is the case with other forms of industrial discipline. At present the public school course furnishes the only preparatory training available for many thousands of growing boys. During the many hours out of school they run at large and have to grow up without the most helpful discipline that comes from being held to a schedule of assigned non-school duties. At some future time this error will be righted and every boy will have to pass in the manual arts and crafts just as he does now in arithmetic and history.

THE FIRST-DAY INVENTORY

The boy who first enters the public school has in the ideal case a certain valuable stock of practical experience in doing things with his hands. Six and a half to seven years is the best age for the boy's entrance into the common school grades. Statistics covering thousands of cases show that those beginning at the age named have the greatest probability of steady and regular advancement, and of finishing the course. In the ideal case, then, the boy just entering school has learned through actual practice to use his body in the maximum number of ways in getting practical things done, although the most of this learning has necessarily come through the play activities.

Let us make a list of the definite mechanical practices with which a seven-year-old boy was familiar. He lived in a town of seven thousand inhabitants and was familiar enough with the following experiences to the extent that his class instruction was rendered easy and familiar : —

| | |
|------------------------|-----------------------------|
| Driving cows | Hoeing the garden |
| Riding a horse | Raking the lawn |
| Riding in a wagon | Sawing boards |
| Feeding the chickens | Driving nails |
| Rowing a boat | Carrying kindling |
| Sweeping the floor | Paring potatoes |
| Flying a kite | Making a whirligig |
| Fishing in the brook | Shooting with bow and arrow |
| Going swimming | Making toy boats |
| Turning on the trapeze | Training a dog |

Now, of course, it is impracticable for the common parent to make all these experiences available for his boy, but it is our contention that such an ideal should be thought of and sought to the fullest extent that conditions will allow; and that for the sake of the highly valuable culture resulting from such training — culture in the direction of higher industrial efficiency and a firmer grasp upon the big problems destined to confront the boy during his coming manhood.

RESPECT FOR SCHOOL WORK

The first problem arising in the life of the newly entered schoolboy is that of obtaining a right relation to the serious duties of the classroom. Naturally a boy at this age comes in the spirit of mere play, and fails to forecast the serious meaning of the book training. The busy teacher will do much to remove the child-mindedness and

substitute boy-mindedness, but the parent can well afford to coöperate in the matter. There is no better way to meet the new condition than to talk frequently and freely to the small boy about his school duties. He is not a little play boy any more, but a schoolboy with lessons to get and work to do. He is going to have his lessons well every day, and in time he is to become a big, smart man who can do many things. Father and mother will be pleased at his success and will tell others about him with great pride. Such remarks as the foregoing will spur the young son on to greater effort and will help him to formulate most wholesome mind pictures of himself in the future. Slowly he will learn how to participate in the conversations in reference to what he is to do and to be until unconsciously the entire family will have been drawn into a grand coöperative scheme of boy development.

THE HONOR OF LABOR

In devising various schemes for inducing the boy to get down to steady application in the school, the parent will not forget to exalt labor and industry as the great wealth-producing and man-producing factors. It is not overstating the situation to the young mind to urge that all the good people in the world are engaged in some kind of industrial effort — that only tramps and vagabonds and criminals and a few overrich persons endeavor to get along without doing daily something that is honorable and worth while.

REGULAR ATTENDANCE

It may seem a trivial matter to take the boy out of school occasionally in order that he might enjoy a day's visit out of town in company with his father or mother. But such little things break the continuity of the school

work and may constitute the first lost link in the chain of success. Take the boy out thus a few times, and he will whine to go again and will show less keenness of desire to master his school subjects.

Now, we are not forgetting the main thesis of this discussion; namely, that industrial training during early boy life is a prerequisite to almost every kind of success in mature life. It is our constant thought of this issue that makes us concerned about the boy's school discipline and the careful manner in which it should be given. We desire him to become master of every possible and worthy boyish practice. We desire him to gain slowly through his own efforts a rational control over both his mind and his body. And finally, we desire him to become a splendid example of self-reliance and success, such as may be emulated by others struggling lower down the ladder of life.

So with the ends just named in view, and with a thought of imparting to the boy a wholesome fondness for the school duties, we again commend strongly the requirement of regular and punctual attendance at the school. Let him enter promptly on the opening day and continue if possible without a break till the last hour of the term.

COME INTO TOUCH WITH THE SCHOOL

No parent can afford to be too busy to neglect coming into personal acquaintance with the boy's teacher and with the particular tasks she assigns him. An early visit to the schoolroom will open one's eyes more fully to the real situation than will the exchange of a dozen friendly notes. By meeting the teacher, say after the first two weeks have passed, it is easily possible to learn of the actual conditions — the points wherein the boy is weak and needs assistance.



FIG. 3.— These boys deliver enough milk to make the raining vaultable.

Upon minor points of difference and misunderstanding between teacher and parent it is usually safe and fair to assume that the teacher is right and that the parent is wrong and lacks familiarity with the case. In very rare instances should the boy ever hear a word of adverse criticism of his teacher fall from the lips of the parent. Under usual conditions the parent is in no position to judge equally well with the teacher in respect to matters of school training and discipline. He should therefore join the teacher as cordially as possible in carrying out the school plans which he himself considers of questionable appropriateness for his child.

FOLLOW THE COURSE IMPARTIALLY

It is fatal to the cause of broad culture and wise industrial training for the parent to insist that extra attention be given to some of the boy's school subjects and scant application to others. Viewed from the standpoint of ideal man-building the subjects of the well-ordered curriculum all have the same value and importance. Each one is to constitute an essential part in rounding out the whole life of the boy and in making him a man in every sense of the word. Every normal child in the school grades ranging below adolescence should be required to pursue the same subjects as the others. No parent has a right to ask that his normal boy be allowed to slight a given subject unless he is willing to contend that such subject be slighted by all or entirely eliminated from the course.

Educators have been engaged for hundreds of years in building up the present course of study for the common schools. Their judgment may be wrong, but they are the only persons logically in the right position to determine the matter. Language, literature, mathematics, history, elementary biology, physiography, physiology, and manual

industry — these are the subjects to all of which the child must give serious time and attention before he has been introduced fully and properly to the great personal problems of everyday human existence. Through a slighting of one of these during his school days he may be compelled to grow up a mere fragment of the man he might have become.

BACK TO FIRST THINGS

The wisest of the school authorities and specialists are slowly coming back to primitive situations and equipments as a part of the regular school program. The public school of yesterday was entirely too bookish. Its purpose was to serve the favored few by furnishing their children a type of learning that would enable them easily to dominate the masses and to live a life of comparative freedom from arduous toil. But that day of exclusive book culture is rapidly passing, and the school still adhering to such practices is falling into ill repute.

On the other hand, the new school course offers a most wholesome alternation of book work and hand work in its daily program. While the ordinary schools are slowly approaching this most helpful ideal, the industrial (reform) schools have already realized it in a practical way. In such institutions we find that every facility is offered for indulging daily the fundamental juvenile instinct for play, study, manual industry, recreation, and sociability. Thus, in spite of the fact that the inmates of these industrial schools are taken up as little miscreants and are usually lacking a close parental sympathy, they are making a surprisingly good showing in the world at large, after finishing their course of training and discipline.

The signs of the times indicate that the excellent course of training now offered almost exclusively in the indus-

trial reform schools will become the predominant type for the entire country. Upon the culmination of that happy event there will be no broken, backsliding vacation periods in the common school curriculum as now, while every boy and girl will aid in making his career one steady and unbroken ascent toward full maturity.

THE AFTER-SCHOOL TRAINING

However, as yet the millennium is not at hand. Only a very few of the cities and towns are providing all-the-year training for children. Gary, Indiana, is a noteworthy instance. There the book work and the industrial training are carefully alternated and correlated, while some attention is being given to play and recreation. So, the parent will still continue under the necessity of providing industrial training at home to supplement the book work given in the ordinary school. In arranging for such supplementary industry two or three ideas should be kept in mind.

(1) It is important above nearly everything else that the boy learn to regard work and industry as being fundamental to the wealth and progress of society. So, only after the small boy has secretly or expressly resolved to make himself a worthy contributor to the great industrial movement, has the parental admonition done good service.

(2) In furnishing the means of endeavor for the boy it is well to start him if possible with some lessons in the world's oldest productive industry; namely, bringing something out of the soil. If a small garden plot be an impossibility, then bring him in the best available manner to an acquaintance with the fact that all the foodstuffs come either directly or indirectly from the soil. He can at least be required to grow some beans in a box, and perhaps some

flowering plants as well. The expenditure of a very small amount of time and money will bring these crude materials into the boy's hands. The duty of germinating the seed and tending the plants will become a pleasure to him after you have held him carefully and regularly to its performance for a series of after-school periods. Best of all, you will have thus interested the young mind to a small extent in a great thread of the world's complex industrial life.

(3) The next distinctive feature of juvenile industrial training — after something definite has been done to bring the boy close to the soil and its productive life — is to introduce the idea of manufacturing things from raw materials. The field, the forest, the mine, the power plant, and the workshop are the great historical centers of work naturally thought of in this connection. At least one or two of these factors in producing the raw materials of industry may be brought into vital relation to the juvenile effort. A hammer, a saw, a pound of nails, and a pile of kindling boards may be readily secured, and the boy will gladly become an amateur carpenter under a small amount of home direction. Or, provide a pair of small tongs, a heavy hammer, a toy anvil or iron bench vice, and you have the young blacksmith. Now, for example, obtain a few 2-foot lengths of quarter-inch iron rod and show him how to bend them into connected links, thus making a chain for his swing. These methods and devices will suggest others of the same general class, any and all of which will prove most helpful in teaching at home the life-building lessons of industry.

BOYS MAY DO HOUSEWORK

It is both pathetic and provoking to observe the great number of homes in which the overworked mother has no

woman or girl helper upon whom to shift a part of the burden, while at the same time a big, husky half-grown boy is running loose on the place without having a single work task assigned to him. In all such cases it is strongly advised that the boy be taught to assist with the routine duties of the household. After some rigid and persistent training boys become excellent home helpers. Without counting the great relief to the tired mother, it may be urged that the boy's house training is profitable for two reasons. It is strictly in line with the industrial discipline in behalf of which we are contending; and it gives him such a first-hand acquaintance with the household drudgery as will beget in him a wholesome sympathy in respect to the burdens probably to be imposed upon his life companion in the years to come.

Therefore, with great profit to his personal character every boy may be given a rigid course of home industrial training as follows:—

1. Clearing the table after meals.
2. Washing and drying the dishes.
3. Sweeping kitchen and dining room.
4. Scrubbing kitchen and porch.
5. Carrying in fuel.
6. Making up the beds.
7. Darning his own stockings.
8. Helping with the washing.
9. Paring potatoes and apples.
10. Caring for the house plants.
11. Tending the baby.
12. Running the errands.

As has been suggested above, the boy will not be sacrificed for the work's sake, but the work will be required for the boy's sake. With this interest uppermost the tasks

will be assigned to him as after-school duties and at only such times as will answer to his needs for discipline. A half-hour daily is not too much for the boy of eight with an extra half-hour or more on Saturdays. For a twelve-year-old, double the requirement and give him even more work on Saturday.

LITERATURE ON THE PUBLIC SCHOOL AND ADJUSTMENT

By writing to the Superintendent of Documents, Washington, D.C., one may obtain a complete price list of inexpensive books and bulletins covering many of the subjects of training.

- The Vocational Adjustment of School Children. E. W. Weaver. Students' Aid Committee. New York City Schools.
- Country Schools for City Boys. W. S. Meyers. Bulletin No. 9 U. S. Bureau of Education, Washington.
- Laggards in Our Schools. Leonard P. Ayres. 252 pp. The Survey Associates, Inc., N.Y.
- The High School Boy's Morals. Franklin W. Johnson. School Review, Vol. 20, p. 81.
- Social Development and Education. M. V. O'Shea. 561 pp. Chapter XIV, "Problems of Training." Houghton Mifflin Co., Boston.
- Physical Nature of the Child. Stuart H. Rowe. 211 pp. Chapter VII, "Enunciation." The Macmillan Co., N.Y.
- Psychology in the Schoolroom. Dexter and Garlick. 417 pp. Chapter XX, "The Moral Sentiment." Longmans, Green & Co., N.Y.
- Our Schools. — Their Administration and Supervision. William E. Chancellor. 434 pp. Chapter XII, "The New Education and the Course of Study." D. C. Heath & Co., Boston.
- A Broader Elementary Education. J. P. Gordy. 304 pp. Chapter III, "Democracy and Education." Hinds & Noble, N.Y.
- Your Boy — His Nature and Nurture. George A. Dickinson, M.D. 176 pp. Chapter VIII, "Schools and Morals." Hodder & Stoughton, London.
- How Two Hundred Children Live and Learn. Rudolph R. Reeder. 247 pp. Chapter V, "The School." The Survey Associates, Inc., N.Y.
- Mind in the Making. — A Study in Mental Development. Edgar James Swift. 329 pp. Chapter I, "Standards of Human Power." Chas. Scribner's Sons, N.Y.

CHAPTER III

VACATION EMPLOYMENT

DURING not less than one fourth of the year there is a vast army of growing boys running at large in the cities and towns without any helpful employment, and in most cases entirely too free from restraints and discipline. During this vacation period thousands of good boys tend to unlearn the best moral lessons acquired in the school, to take up habits of shiftlessness, and to fall into evil and criminal companionships. Indeed, the first criminal act of many a young man is directly traceable to the enforced idleness and shiftlessness of the vacation period.

The author would impress all interested persons with the idea that the vacation problem in the life of the American boy is one of the most serious and perplexing of all those that disturb the minds of parents. It is not only serious on account of the evil consequences mentioned, but because of the fact that the idle vacation days come at a time in the boy's life when he is ripe for some of the most fundamental disciplinary activities which, omitted in childhood and youth, are lost out of his character make-up forever.

NO SOLUTION IN SIGHT

Notwithstanding all our new social machinery designed to make human life richer and better, there is as yet no device or plan for meeting the serious situation just now described. There is simply a general admission that the fault is a grave one, while each individual boy is left to chance occasion for his vacation experience and training.

As a result, some parents — notably farmers and certain of those hard pressed for the bare necessities of life — are crowding their young boys to the very limit of physical endurance in the performance of vacation work. Others are permitting their big overgrown sons to pass the time in absolute idleness, or worse.

The farmer who keeps his fourteen-year-old son hard at work in the field six long days in the week — as not a few are doing — thereby does a serious wrong to this young faithful member of his own family and to the oncoming generations as well. Such overcrowding, foolhardy methods have helped to drive the boys away from the farms and into city positions where life proved at length to be even more cramped and grinding.

Certain shiftless and improvident parents of the cities are permitting their young boys to spend the vacation period toiling in factories and sweat shops. Such boy-killing conditions soon reduce their victims to the mere framework of a stupid, hungry animal, and shut out forever the possibilities of any higher type of existence. Fortunately nearly all the states of the Union have recently enacted laws intended to prohibit the employment of children under fourteen to sixteen in many of the industries hurtful to childhood and named as such. Although still much ignored, these statutes are destined to become rigidly enforced.

KEEP THE BOY AT HOME

In making out a plan for the boy's vacation employment the first essential will be to provide if possible that he sleep nightly in his own home bed. It is a still more favorable condition if he can be put to work under the eye of one of his parents; for, the work done is to be for the boy's sake and not for the sake of the work, we are to remember. The further away from the home restraints and

supervision the less likely the boy's true interests will be safeguarded. In every instance where his life and character are exploited for a money gain there is just so much subtracted from his possibilities of reaching a useful manhood. Furthermore, the moral advancement of the boy cannot be expected to continue satisfactorily unless he have daily counsel and association with some one who is more interested in his well-being than in the money he may earn.

Current opinion is much in error regarding the supposed toughness of constitution of the growing boy. He in fact possesses a state of health which is fairly good, but which borders on delicateness and an easy derangement. The half-grown boy may be overworked and seemingly toughened to the point of heavy endurance but a careful examination of such a case will show clearly that less of the youthful elasticity of body and spontaneity of mind is the exorbitant price paid for such so-called ruggedness. On the contrary, the young, growing physique needs a much more careful regimen of diet, rest, and sleep than is the case with a grown man. The natural craving for food and drink will easily lead a boy toward excess and disease unless some person older and wiser than himself restrain him and supervise his animal indulgences.

It must be admitted that, notwithstanding our words of caution, the pressing requirements of the situation will make it seem advisable to have the youth work away from home during the vacation period. But in nearly all such cases he may be brought home for the over-Sunday rest and may be sent back to his place of employment each time with a helpful word of sympathetic parental advice.

A VARIED PROGRAM

Now, it is the purpose of this book to attempt to serve the largest possible number and the widest possible class of

parents in the task of training their boys. The situations are so varied and the call for specific help is so pressing that it seems best to take up one by one the various types of vacation employment for boys, attempting to estimate the disciplinary value of each and to give definite plans for applying the purposes thereof to the boy's life. We are not to understand that there is anything wrong or hurtful in putting the boy at some money-earning employment — far from that. On the other hand, it is all the better if his industrial efforts bring in a money return; provided, the boy's character development be made strictly the first consideration in every case and that such training be at no time sacrificed to the mere pecuniary gain.

But before entering upon an extended consideration of the various plans of vacation employment for the boy, let us make out an ideal schedule of hours for each age, itemizing in particular the number of hours of work, sleep, and play seemingly required for each individual case.

WORKING ON THE FARM

Many town and city boys find healthful and instructive occupation for the vacation season by going to the country to work. This arrangement, like all the others recommended, needs intelligent sympathy from the parent in order to make it most certainly productive of good to the boy. The first matter to consider on the farm to which the boy is sent is that of his physical care and safety. There are some farm practices not any too safe for the "green" town boy to undertake — such as handling fractious animals. And then, the sanitation of the place may well be inquired about. The matter of polluted drinking water is a source of grave danger to the new arrival, although those long accustomed to the condition may have become immune to its hurtful effects.

| AGE | WORK | SLEEP | PLAY |
|-----|--|------------------|---|
| 4 | Light one-minute tasks | 13 hours or more | An hour of non-directed |
| 5 | Light assigned duties | 13 hours | As above |
| 6 | Slight increase | 12½ hours | Directed and constructive play |
| 7 | At school, light errands | 12 hours | Nearly all after-school hours for play |
| 8 | 15-minute tasks after school; half hours, Saturday; one hour, vacation days | 12 hours | As above, but furnish constructive tools |
| 9 | Half hour, evenings: 1 hour, Saturday, 3 hours daily during vacation | 11½ hours | Should be playing in school teams and at home tasks |
| 10 | Half hour, evenings; 2 hours, Saturday; 3 hours during vacation | 11 hours | Play as above, but more of constructive sort |
| 11 | Steady choring: 3 hours, Saturday; 4 hours, vacation | 11 hours | Play with teams and the crowd if possible |
| 12 | Steady half-hour choring after school; 3 hours, Saturday; 4½ hours, vacation | 10½ hours | Play as above |
| 13 | No new strength, same as age 12 | 10½ hours | Play more irregularly |
| 14 | Still choring; 5 hours, Saturday; 5 or 6 hours, vacation | 10 hours | More of the make-believe wild play life |
| 15 | Home tasks by half hours or more: Half day, Saturday; 6 to 8 hours, vacation | 10 hours | Hiking, camping, tramping, frequent half holidays |

The farm work is usually heavy and the day a long one during the summer harvest season. There is, therefore, a

tendency to overwork all, especially growing boys. The schedule of hours given above should not be widely varied in the performance of the heavy work. Light and recreative employment may be used to fill up the vacant hours.

In cases where the town boy is sent to the country for vacation employment, it is the duty of the parent to know the exact terms and conditions of the service. It will be most fortunate if the farm overseer be a relative or a close friend of the boy's family. The social companionships of the season are also important, as not infrequently a vile and immoral farm laborer may be placed in the daily company of youths and thus be given an opportunity to poison their minds with his obscenity.

As an ideal arrangement for the boy as a vacation farm helper we may cite that of a twelve-year-old who rode out a distance of five miles on his own pony early each Monday morning and returned home for the Sunday rest. This enabled the parents to keep close to his movements and to help him correct the errors of each week. This boy received \$3 and board and came back in the autumn with \$25 to his credit.

HERDING COWS

Every town and village has its herdboy, who takes the cows out to pasture at morning and brings them back in the evening. Sometimes there are several such vacation positions in one town. This is really an excellent responsibility for a boy to assume, and it usually pays well for the time required. A pony and saddle are a part of the necessary equipment.

The wide-awake herdboy will solicit patrons early in the season, long before the time to begin using the pasture. He will arrange with the owner of the pasture land for its

use at a stated price per head. He may add this amount monthly to the bill against each patron for tending the cow. This position offers some excellent opportunities for learning and for discipline. It is worth not a little to a boy to learn all about cow nature — as he will during one season's driving. People will not patronize a boy long if he mistreats their animals. Fast driving, insufficient pasture and water, and excitement of any kind are the ordinary abuses which cows will immediately make apparent through a diminution of the milk supply. The owners will also have their individual ideas about when to call for and when to return with the animals and how to handle them properly. To these small details the successful cow herder will give due attention.

One thirteen-year-old boy herder of unusual carefulness and courtesy showed an income of \$30 per month. Doubtless many others can do as well, but not unless a thoughtful parent assists in arranging the matter and gives some strict attention to the conduct of the work.

MAKING GARDEN

It is most fortunate for the boy's character and industrial discipline if there be a home garden for him to tend regularly. One will at first be surprised to learn how much work and how much produce a very small plot will furnish. A plot of ground fifteen by twenty feet, well enriched and well favored with sunlight and moisture, will keep a ten-year-old boy profitably employed during an entire summer vacation. He may tend twice as much with greater advantage and profit, although a small piece of ground sixteen feet square is far better than none at all. A near-by vacant lot may be leased for the boy's garden.

Let us suppose that the half-grown boy has been as-

signed to raise the garden produce for the household. Now, help him first to make a plat of the ground carefully on a sheet of paper showing the exact amount and divisions for each kind of produce. It may be necessary for the parent himself to study the science of gardening during a few odd hours before the young gardener can be wisely directed.

Of course, the garden arrangements will be suited to the needs of the family table and the conditions of the soil and climate. Let it all be planned favorably for enabling the boy to make a good showing, especially if it be his first attempt. It is unfair to assume that the young son's earnest desire to do the right thing and his enthusiasm for the new undertaking will carry him far on the way to success. He has a right to be shown very definitely, and sometimes repeatedly, how to prepare the seed bed, how to sow the seed, how to tend the growing plants, how to harvest the crop, and so on.

DIRECTIONS AND INCENTIVES

Time and again the father will find it necessary to go into the garden with the boy in order to direct the work there profitably for both the boy's character and the produce. The young industrialist must hoe the stuff properly and at the right time. He must learn to keep down the various weeds, to replant, to thin out the overcrowded plants, and to attend to a dozen other such matters.

Now, while it is apparent that under the rigid discipline outlined above the boy gardener is acquiring a good stock of muscles and is learning how to turn his hand to a profitable occupation, his tender years call for a further incentive to faithful endeavor. There must be a money reward for his work. Two plans have been found successful.



FIG. 4. -- Two boys who raised all the vegetables for a family of six are going to the playground afternoons.

(1) Have the young workman keep a definite book account of his time, and pay him reasonably by the hour. For this he should have very little more money than would have to be paid to hire a neighbor boy to perform the same service. The money earned should be thought of in terms of its serviceableness in purchasing certain things agreed upon beforehand and especially dear to the boy's heart. A part of it may well go into his savings account.

(2) Perhaps a better plan is to buy the produce outright from the boy gardener and use it for home consumption. This plan has worked well where tried. It is fair and works the best service to all concerned to pay the boy the actual market price for all his produce, requiring him to keep a careful book record of all materials furnished and of payments made therefor. A five-cent notebook will serve for the records.

After a very few seasons of garden making it may be found feasible to try out some other plan of vacation industry and thus give the boy the benefits of a wider experience.

As an example of what has actually been done by way of back-yard gardening we may cite the instance of two boys aged eleven and seven, respectively. During the season for such vegetables they netted three dollars per week from their lettuce, radishes, peas, and spring onions. The older boy worked about three hours per day and the younger about one hour.

LIVE-STOCK RAISING

It is often possible even in the city to put the boy at the task of raising some kind of live stock and thus to introduce him to a great productive form of human industry. In this connection there is perhaps no more

feasible and profitable undertaking than that of chicken raising.

To begin with, the size of the pen and the number of chickens kept will be suited carefully to the size of the lot space available, as crowding the fowls will result in disease and loss of the normal profits. It will be an easy matter to secure literature on poultry raising, both inexpensive books and pamphlets, and to determine therefrom how to make the chicken house and to arrange it most conveniently.

Next, select the breed. For home use the first consideration will be the egg-laying quality of the breed. Meat production is second. So, in the ordinary case, an all-purpose fowl like the Wyandottes and the Rocks will be most serviceable. It is not usually advisable that the boy undertake to raise some fancy or highly specialized breed of chickens. He is much less likely to give them the extra care necessary to make them profitable.

Suppose the boy's chicken lot be fifty feet square. This space will suffice for about ten hens and one cock. If properly cared for, the egg production should average one dollar or more per week. During the spring season the boy may bring out about forty young chicks, and by care hope to raise about thirty fries from these. The latter are worth twenty-five cents to fifty cents each. If the boy be carefully supervised in this work — including instructions in the matter of keeping out vermin and mites — he should make it profitable in money results, and at the same time he will be learning something worth while.

Raising pigeons and squabs for the market is a more attractive undertaking for the boy, but the practical results are less certain. If this employment be decided upon, it will be both necessary and easy to secure a small handbook giving details of method. Pigeons need about

the same amount of space as chickens, but in the usual case the inclosure will have to be screened over so as to keep the birds confined. No town or city should permit pigeons to run at large, and many do not allow such abuses.

Again, the rule of success for the boy will be carefulness and definiteness of method. It is a serious error to allow mere undirected enthusiasms to die out in failure. The boy thus neglected is weakened in character and as a result is short of confidence for another similar trial.

Other forms of live-stock management are often available for boy training, such as tending horses and cows. It is not sufficient to say that one prefers to care for the family horse or milk and feed the cow simply because of the boy's awkwardness at these tasks. In justice to the latter, he should be taught to do these things. Such knowledge will prove to be of much worth to him during his entire life. Neither will scolding take the place of definite direction in the boy's attempts at horse-and-cow management. It will be necessary to go with him many times and measure the feed, clear out the barn stall, harness the horse, and so on, until he can do all these things reliably and well. After that his services will become an actual family asset, and he should be allowed a regular stated weekly sum in payment therefor.

WORK AS CULTURE

In many cases where no live stock is kept on the place, the boy may be hired out to a neighbor to take care of a horse or a cow. "My boy is not going to be anybody's hired hand," is the anticipated reply to this statement. This very false idea has led many a misguided father to make a snob out of his son. This vacation employment for the boy must be thought of as educational and cultural and not as a slavish task for the sake of money.

A retired farmer who sold out everything and moved to town is the owner of an automobile, but he cannot conveniently keep a horse. His neighbor, however, has a team of them. "I am anxious to have my boy know all about a horse," said the wealthy ruralist, "and have just arranged to have him take care of Dr. ——'s team during the summer months. The doctor keeps horses to use in his country practice when the roads are too soft for the car." The thirteen-year-old boy was to have \$3.50 per week for taking care of the team and delivering it, hitched to the carriage, at the doctor's office when wanted.

Now, we feel that this position cannot be made too emphatic; namely, that the growing boy must be provided with some serious and regular work, especially, during the school vacation period, and in accordance with his years and strength; and that this work must be thought of as necessary to character building and to *culture*. Although a father may be worth a million dollars and feel certain that the son's inherited part to come will be sufficient to keep the latter all his life in ease and idleness — even then, the paternal duty of holding the boy to disciplinary work and youthful industry is nowise lessened. The son of the average millionaire must travel a more precarious road to integrity and useful citizenship than the son of the plain, provident artisan.

CARRYING PAPERS

The newspaper offices furnish many a boy helpful and stimulating occupation. The daily paper route is among the more desirable of the forms, as it gives quick, outdoor exercise and some practice in meeting people in a business way. The profits are rather small, but the training is valuable as boy-building material. The father's partic-

ular part of the contract is that of directing the son carefully through the first trials of the new undertaking. Failure must be avoided, as it is depressing and discouraging to the boy. The parent will therefore be under the necessity of going over every detail of the paper-carrying task. Teach the youth methodicalness from the beginning. Subscribers are especially appreciative of an early delivery of their daily paper, and they are fond of a courteous boy collector. These small matters of promptness, courtesy, and the like will prove a valuable asset in the boy's life and will enhance his newspaper business as well. Go with the young son to the office at least once, and learn there how his usefulness may be increased, and then make every effort to carry out the new suggestions.

The life of the city newsboy is a precarious one, though many such youths rise to places of responsibility. And yet we are not ready to commend the ordinary newsboy work as tending to be wholesome and uplifting in its net results. It may teach thrift, frugality, and business shrewdness; but it also teaches scheming and cold-blooded dealing at a time when the child should maintain an innocent regard for people and affairs. The newsboy is certain to have much of the meanness and dishonesty in human conduct pointed out to him. He may begin business with the parental admonition to stay out from among the unclean and the licentious, but the moral lepers young and old will touch again and again the hem of his clean garment and leave him more or less contaminated for life.

Newsboy work is probably better than none. If nothing better is available for the son's training, then, a brief term of this experience with close home direction may be undertaken, and possibly with profit. The following temptations beset the city newsboy: swearing, lying,

stealing, short-changing customers, shooting craps, smoking cigarettes, drinking, gambling, and others. However, home coöperation of the wiser sort may counteract all these influences. By far the best case of supervision of the newsboy that has ever come to the author's attention was that exercised by a bright mother over her eight-year-old. She took up beforehand, one by one, all these evil possibilities and drilled the boy in making the right response. For example, if some other boy were to ask him to smoke a cigarette, he was prompted to respond: "No, sir! I am never going to smoke cigarettes. They keep boys from growing big and strong and make them fail in school." Other matters were prepared for in a similar way.

Selling the standard weekly magazines on the streets and in more select places is more to be commended as a boy-building practice. The class of customers is of a better nature and the profits are more remunerative in proportion to the effort. Boys have averaged from fifty cents to three dollars per week, clear profit, from this business.

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- Vacation Employment for the Boy.*** W. A. McKeever. 16 pp. Pamphlet. Published by the author, Manhattan, Kansas.
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CHAPTER IV

VACATION EMPLOYMENT—Continued

CARING FOR LAWNS

MANY town boys succeed at the various tasks of keeping a lawn in order. Mowing the grass, clearing off rubbish, tending flower beds, and taking out noxious weeds are some of the common requirements. The author once knew of the case of two boys who went into partnership in the lawn-mowing business and the scheme worked very well. The father of one of them vouched for their reliability, and he also drilled the boys in the matter of giving value received. They secured a good, sharp lawn mower and a rake, and went to work, charging fifty cents to a dollar for each lawn.

Householders are always ready to pay a fair price for first-class lawn mowing, but they are often afraid of botch work and damage to the shrubbery on the part of boys. Before starting the young son out in the business, it is advisable to drill him sharply in the detailed fulfillment of his contract. Then, suppose he be given written credentials as follows:—

“To Whom It May Concern, — I am anxious to have my boy Henry learn to do all kinds of useful work, and wish therefore that he might be employed to mow some lawns. I ask that he be carefully directed in the desired manner of doing the work and that he be paid a fair remuneration for his time. I shall personally guarantee his

faithfulness, and I ask as a special favor that any failure to perform his full duty be reported to me at once.

“Respectfully,

“Henry’s Father.”

The foregoing written assurance of faithfulness will tend to give the young worker confidence and courage. It will win business where other unprepared applicants fail to get a contract. Best of all, the boy will thus be set to reflecting secretly and helpfully about his own worth and integrity. One season’s experience in lawn work by such a well-advised youth will give him a neighborhood reputation for honesty and industry such as will carry weight far into his future career.

Sometimes a boy will go out in search of one kind of employment and unexpectedly find something else. Such was the experience of a large eleven-year-old who applied at the house of a well-to-do widow for a place as fruit gatherer. “No,” said the woman, “I want a boy like you in my flower garden.” In less than a week the youth began to manifest an interesting familiarity with the plants and the proper methods of their care and propagation. His employer was a person of unusual botanical knowledge, and she taught the boy with systematic detail how to do his work, not omitting ample payment for his services. This boy found his true calling in that flower garden and is to-day a successful florist.

DELIVERING GOODS

Let us keep constantly in mind the thought of making every form of vacation task conform to the needs of the boy for growth in character. Yes, he must have an income; he needs to have money to save and to spend, but the money must never be taken in exchange for compro-

missing conduct. The close of each day must find him one step further on toward clean and ennobling manhood. Helping on a delivery wagon may prove to be satisfactory vacation employment for the boy, provided the oft-repeated warning of close supervision be carefully heeded. If one be an anxious father and desirous of learning what sort of company a youth may fall into on the delivery wagon route, let him study the work in all its details for a few hours. The drivers are made "wise" on many occasions, as they make their many back-door calls at all sorts of shops and private homes. As they go from place to place the temptations to smoke and drink and otherwise debauch themselves are never wanting during the course of any busy day.

The young employee in the delivery business will necessarily go out at first with a companion and guide, and this companionship may be a permanent one necessitated by the nature of the business. Now, who is this companion? the parent has a right to demand. How can it be ascertained that he is at all fit to associate with boys? Probably the only way to ascertain the nature of the older employee is by questioning the boy himself—by finding out what sort of language the former uses and what subjects he delights to talk about. In the case of a small concern the father or mother may call on the employer and obtain a fairly clear understanding of what the son's duties and associations are to be.

The drivers of grocery wagons are often subject to the temptation of stealing from the packages something desirable to eat. Such liability to temptation must be met with forewarnings and admonitions. It is even advisable to arrange that the hungry youth be provided in an honest manner with the knickknacks which he might be tempted to steal from the wagon.

Deliverymen often acquire habits of shiftlessness and of "soldiering." The ideal or honest service in the performance of such work as they are required to do cannot be too strongly held up before the mind of the young employee. Again, there are abuses which overtax the immature strength, such as lifting heavy boxes and barrels. This heavy end of the load is often secretly shifted upon the boy by the shirking companion.

It is never advisable to have the boy engaged in delivering a kind of goods that are outlawed and contraband in some communities. For example, intoxicating beverages are believed by thousands of people to be destructive to health and good character. To be a party in handling such commodities — even though the parent knows that indulgence in the intoxicants by the youth is not at all probable — is to introduce evil suggestions into the mind.

Many boys find regular and profitable employment in the cities as house-to-house distributors of advertising cards and handbills. This practice is the safest as a means of employment when directed by a regular and responsible bill-distributing agency. But if one wishes to note the forms of dishonesty into which the distributors are subjected, let him but observe the piles of bills chucked into hidden places and thrown indiscriminately at the doors of cow barns, chicken coops, and the like. The question here is, Can a boy cover the assigned territory honestly and make the wages pay for the trouble? Possibly not, if we are to decide as suggested by the "short cuts" the bill boys take. And if not, then, the business is to be taken off the honorable list.

THE MESSENGER SERVICE

At first thought, message carrying appears to be an enticing youthful employment. The work usually calls

for neatness of personal attire and for the uniform garb which makes the boys conspicuous. In well-managed cases and places this is a very desirable juvenile occupation, but only during daylight hours. The day messenger service is usually of a strictly business nature. The boy delivers his packages and is hurried on promptly to the next errand.

With the night work, however, it is radically different. Many of the messages are of a social nature and must be carried into hotel rooms where convivial company is assembled, and into such places as saloons and brothels. Recent investigation of the messenger-boy work in certain of the large cities has resulted in the passage of ordinances forbidding the employment of boys and youths at such work after a stated hour in the evening. Startling disclosures revealing youthful drunkenness and worse forms of debauchery made it apparent that the night messenger service is an unsafe business for the young to be connected with.

So, if the boy be engaged even in the day service, it will be necessary for some responsible person to know precisely what sort of daily experiences he is having. It is well to indulge him in the habit of relating at evening the interesting features of the day's movements. Through this practice one will be enabled to prepare an antidote for each and every case of contact with situations that threaten the youthful morals and tend to poison his wholesome opinion of humanity at large.

THE HOTEL BOY

The position of hotel boy is usually conducive to either laziness or grafting, or both. Presumably the great mass of the people who conduct and patronize the hotel are as clean and honorable as the average citizen, but there is

nearly always something in the nature of underworld practice in the well-patronized hotel, and the boy is frequently used as a go-between in some vile transaction.

Without wishing to offend the many honorable hotel proprietors and the usual decent patronage, let us be specific in our definitions and descriptions as follows: There must of necessity be employed a number of minor clerks and cheap helpers around any hotel. These are often sought as agencies in the performance of some shady act, and that in spite of the proprietor's precautions. A vile woman in the guise of respectability puts up at the house. She must have some one to bring up the drinks and to carry messages to male companions of her own class. She rings for a bell boy and bribes him to go on her indecent errand. The exorbitant tips turn the boy's head and tend to make him a cheap sycephant.

And then, the various hotel positions open to a boy usually train him to practice deceitfulness and palavery for the sake of the tips he can work out of the patrons of the place. He soon falls into habits of laziness and slowly turns his mind toward the problem of getting a living in the easiest possible way. No, in the end it were far better that the boy be hired out to a washerwoman to carry her clothes basket to and from the homes of her patrons than that he be placed in any kind of hotel position.

The position of elevator boy is less free from debauchery, but it is even more conducive to laziness and mental stupor. In the very nature of things the boy will shrivel up in both body and soul in such a fixed monotonous position, especially at that time of life when he is all aquiver with the inner call to run and climb and struggle with the exciting situations in the open field and the woodland.

OFFICE BOY

The position of office boy is in some respects a desirable one for vacation employment. The duties are usually not at all arduous. In fact, the chief objection to such a place is often its lack of opportunity for active exercise. For example, in many large concerns it is customary to employ some one to meet callers and direct them in gaining admittance to the desired department. There may be many leisure hours for the boy during the day, if all the unoccupied moments be added together and these should be turned into good account. There are so many different kinds of tasks assigned to the so-called office boy that a general discussion of the situation is difficult. The following precautionary statements may prove helpful, however:—

1. One must make careful inquiry into the nature of the place before allowing the youthful son to take a position as office boy. Under an outward show of respectability, some are employing office boys to assist in conducting a criminal or an immoral business.

2. A few business concerns expect their office help to assist them in carrying on some practice that is not immoral or illegal, but that carries with it a tinge of deceit or fraud. The boy may be required to lie to office callers or to deceive those who make inquiries by telephone. The parent will find it necessary in such cases to decide whether or not he can afford to have his son learn about these “tricks in the trade,” especially while so youthful.

3. On the favorable side, we may note the fact that many office boys find their work a preparatory training for a successful business career. However, one matter should by all means not be overlooked; namely, if the son is still young enough to be an office boy, he is too young



FIG. 5. - Many a great life has served an apprenticeship on the paper route.

PLATE V.

to go, to the best advantage, into a business to which the office work may furnish the introduction. His schooling should still continue along general lines and the usual amount of it still be done in the classroom. After a few years more of schooling and general experience-getting, the boy's native, better-matured desires may lead him far away from anything in the nature of the office work done at the age of twelve to fourteen years.

4. Finally, there will rest upon the parent the unmistakable duty of coaching the boy for each and every part of the daily office routine. Punctuality, promptness, politeness, unfailing attention to the assigned tasks, unvarying honesty, and a desire to give "good measure" in service — these are some of the lessons to be learned by the office boy. His mastery of them will most probably be complete and satisfactory only in those cases where a sympathetic parent or director stands ready to aid him.

If there be many half-hour periods of enforced idleness in the office position, it is highly desirable that there be some means at hand for wholesome employment of the mind. Well-selected reading is a commendable practice in such cases. Through the advice of experts the boy may be made to use these vacant periods in acquiring a taste for good literature. "Who selected that book for you?" was asked of a fourteen-year-old boy doing semi-leisure duty in a large newspaper office. "My mother," was the ready reply. The questioner was led to believe, after examining the character of the book, that the youth was getting more than his \$5 per week out of the employment.

THEATER EMPLOYMENT

Employment in connection with any kind of theater or show business is necessarily always seriously to be

questioned as being at all helpful to the growing boy's character. On the contrary, the author is morally certain that it spoils many boys and youths for honest, earnest application to some worthy life work in the years that follow. However, while we rank such boy employment low in the scale of character-building agencies, it is not impossible to ward off its adverse influences through the practice of vigilant home training.

One of the hurtful effects of the boy's employment in a theater is that of habitual indulgence of the craving for something to eat and drink. These things are constantly close at hand, and the suggestion that comes from others using them is a strong and well-nigh irresistible stimulus to the appetite. Another serious objection to the theater employment is that it usually throws the boy too much into close contact with people, forcing him to drop and forget the more natural juvenile practices and attitudes of mind and to take up too soon the manners of the adult. Like the apple on the blighted tree, ripening and shrinking up before its time, the theater boy becomes blasé and loses that freshening "greenness" and charm which naturally belongs to one of his age. His so-called social sensitiveness and much of the refining emotional response to the presence and acts of other people is thus drawn from his young life.

Least commendable of all of the theater positions for the youth is that of taking a part on the stage — unless it be foreseen that he is naturally fitted for a life work of this kind. But we are here thinking of the problem of the boy's general training and the rounding out of his entire best nature through the juvenile practices. In such a case the stage cannot be included in the list of helpful agencies, and its enticements should therefore be kept out of his youthful mind.

KEEPING A REFRESHMENT STAND

During the summer vacation many boys are seen on the street corners and in other out-of-the-way places running refreshment stands. Some of these boys are successful in earning and saving a considerable amount of money. If managed and directed by older heads, this work may be made helpful to character development as well. Lemonade, pop corn, home-made sandwiches, and the like are made to do service in this cause. Again, we conclude that the practice under consideration is not first of all to be commended as suitable for boy training in industry, but its value may be greatly enhanced by means of careful home supervision.

Perhaps the best method of procedure by way of inducing the boy into this mercantile industry is to secure him a place with some one of responsibility already in charge of a small business. In that event, he may start in to work at merely nominal wages, with the thought that the training received is part payment for the help rendered. The first concern of the parent is that of preparing the son to meet the new responsibilities, and the second that of preparing him to withstand the temptations. As to responsible duties, there will be those of promptness, faithfulness in carrying orders, and the observance of such forms of courtesy as will assist the employer in his business. As to temptations, there will be the matter of carrying away for one's own use things that should be paid for, and the further matter of failure to return to the till the full amount of change. Fortunately the cash register system is being installed everywhere, so that clerks are no longer subjected to the temptation of taking money from the business without rendering any return for it. The parent is cautioned against allow-

ing the boy to assist as salesman in a place where there is no check on his business integrity other than his youthful, undeveloped conscience.

If the boy attempts to run a small refreshment stand on his own account, he will need assistance in getting the right start. Two or three business ideals should be held up before him from the first. One is that of honest service in exchange for the money taken in. Cheap and adulterated materials may seem at the beginning to be very profitable, but the boy needs to know that the public will soon learn to consider him and his goods at their real worth and will treat him accordingly.

It is entirely proper to allow the boy who is conducting his own small business to look at it from the standpoint of money earning. But at the same time he can be trained in honest methods and in the habit of regarding his business somewhat in the light of a public service affair. As he approaches manhood and its call to a place of larger responsibility, his rightly directed youthful experience will naturally lead him to include public welfare and public rights in his plans for conducting his permanent business.

Our last word on the shop-keeping business for the boy is to advise against his clerking in either a drug store or a tobacco and cigar stand. There is no intention here of attacking these institutions as evil or harmful in a general way, but they are unquestionably not suitable as furnishing positions in which to place growing boys for early industrial training. Employment in either a pool hall or in a wine room is also out of the question, for similar reasons.

AVOID THE SWEAT SHOPS

More and more carefully the various states of the Union are enacting laws to prohibit the practice of working children under a given age — usually fourteen to sixteen —

in any profit-bearing institutions. But as yet there are many loopholes through which irresponsible persons may pass in violating the spirit of such laws. As a rule, no home work of any kind comes within the provisions of the law, the intention being to allow the child to do work as directed at home by the sympathy of his parents and at the same time to prevent his exploitation by organized industry. Contrary to the spirit of the anti-child-labor laws, and without seemingly any sense of the ruinousness of their acts, some parents are overtaxing their own children under the guise and the protection of the home-work idea. These home sweat shops do not obtrude their wrongs against childhood upon the attention of the public as is the case with the big semipublic institutions, but their abuses are often both persistent and serious. For example, an Italian about forty years of age was making "stogey" cigars in his own house. He had appointed his mother-in-law, aged upwards of sixty, his wife, about thirty-five, and his little boy, aged nine, to do the work, while he was acting in the capacity of general manager. It was certainly pathetic enough to witness the painful, monotonous movements of the weary grandmother as she hurriedly rolled the tobacco leaves in the dope. But the sight of the little boy — with his body cramped and stiffened and his pinched face so expressive of fatigue and longing — was enough to arouse the resentment of any intelligent witness. The father pretended that the tired little urchin was free to run and play at will and that he was doing his turn at stripping the tobacco merely "for fun."

There are all degrees of the abuse of the child by means of slavery in the home. Unfortunately the busy parents have never had time and opportunity to learn how to make out a fair plan of training for their children. So the

sin of overworking the young in the home is probably one of ignorance rather than one of deliberateness. It may be put down as a certain indication of an awakened parental conscience if the father consults some outside counsel in reference to the industrial employment of his boy.

Aside from the warping of the body and the clouding of the mind so certain to follow in the wake of any class of sweat-shop practice in the life of the boy, there is always the danger of a narrow and one-sided training where the degree of enforced home industry is more mild. Suppose the father be a harness maker, a dry goods merchant, or a real estate dealer. It would probably be an error to confine the son to vacation training exclusively in that one line of practice. Other forms of disciplinary industry should, if possible, be made supplementary to that provided for by the home business. There may be an opportunity to give the boy the additional experience of doing such wholesome work as gardening and stock tending.

CHAPTER V

SERIOUS INDUSTRIAL EMPLOYMENT

TAKING the country at large, we find many reasons, incentives, and methods for putting boys and youths directly at some form of industrial employment. "The trade demands it"; "Industrial pressure makes it necessary"; "Criminal idleness is fostered by lack of it", "It is the only way to make breadwinners"; "Trade-school training will make a satisfied and stable society." The foregoing are some of the reasons urged in support of the claim that boys should be hurried into some form of trade or apprentice employment of a strictly narrow and definite form. With the ideal standard of what may be the result for character development, let us now consider briefly a few of the types of industrialism being offered to children.

REGULAR WAGE EMPLOYMENT

Ever since the dawn of the manufacturing industries, children have been exploited more or less directly in the interest of the financial returns. As early as 1808 in the *Baltimore Gazette* (January 4) a cotton manufactory advertised for "a number of boys and girls from eight to twelve years of age to whom constant employment and encouraging wages will be given." Again in the *Providence Farm Journal* of January 14, 1828, we read: "Families wanted — Ten or twelve good respectable families consisting of four or five children each, from nine to sixteen years of age, are wanted to work in a cotton mill."

A very interesting report of the wage-earning children in certain manufacturing towns in Rhode Island, Georgia, Pennsylvania, and South Carolina is contained in Volume VII of "Woman and Child Wage Earners in the United States" and prepared under the direction of Charles P. Neill, the Commissioner of Labor. The investigators found 3042 children under sixteen years of age regularly employed in 83 different establishments. The majority of these children worked 54-60 hours per week and earned wages ranging from \$4 to \$5.40 per week. A few were working as many as 66 hours. More than half, 52.7 per cent, of these children were employed in violation of either the letter or the spirit of the anti-child-labor laws of the states in which they lived.

Among the numerous other items of interest in the valuable report, we find that —

A majority of these children left school between the ages of ten and fourteen to go to work.

In Columbus, Georgia, the white children regularly employed in the industries were 15 per cent of those in attendance at school.

In the same town 386 children were counted at the noon hour while they were entering three factories and carrying dinner pails. These "dinner toters" are paid 12½ cents per week for each workman served.

Many of these children were unable, on account of this employment, to attend the regular school, so in a few instances a primary industrial school has been established to meet their needs.

Almost none of the children employed in the industries investigated had any opportunity to learn a trade, nor were they conscious of any method or plan whereby such an achievement might become possible.

"Perhaps the most characteristic feature of this group

of families was the acceptance of work as the natural condition of the child, interfered with by rather incomprehensible laws which required him to waste a certain number of years in school, but to which he should properly turn as soon as this obstacle could be surmounted. A few families were found who had been in the country only a short time and had no idea of anything except work for their children; if they thought of the law at all, it was only to rejoice that their children were old enough to be exempt from its operation. In general, however, the attitude was not so much hostility to school attendance as indifference to it.

“Considering this group as a whole, it is evident that in most cases the withdrawal of the children from school could not be justified through pressure of circumstances. There was some indefensible exploitation of the child’s wage-earning capacity by parents, some ill-judged sacrifice of one child to another, and a few examples of children working intelligently and purposefully to forward their own ambitions; but the most apparent feature was an indifference to education on the part of parents and children alike, and a disposition on the part of the former to cut short the child’s school days for entirely insufficient causes.

“Some of the longest hours found were among the children who were working for their own relatives, especially in cases where the fathers had grocery or other stores and the children were expected to help them. In some of these cases, although the hours were nominally long, the children were allowed much freedom; in others they were strictly on duty for 72, 80, or 84 hours a week.”

ASTONISHING IGNORANCE

The careful and reliable government report quoted from above is indicative of the vast amount of child-labor abuse that has continued in this country for a hun-

dred years. That the conditions found in the limited territory investigated are much more general, cannot be questioned. For example, it was found by the Douglas Commission on Technical and Industrial Training that 25,000 of the children living in Massachusetts, ranging in age from fourteen to sixteen, were employed at unprofitable and meaningless labor. It is astonishing that in this day of so-called enlightenment such a large number of parents are giving a willing or indifferent assent to this practice of throwing the precious lives of the boys and girls into the hopper of grind and greed. Fortunately, some of the states are exacting compulsory attendance at school of children sixteen years of age, and at the same time forbidding that any child of this tender age be employed in or about any factory, mill, or other such establishment.

As a matter of pride and honor, no self-respecting parent can afford to allow his child to be employed throughout the year for the mere sake of the wages. Wages for a boy's work can be excused only on the ground that the money thus received is to contribute toward the moral and spiritual uplift of the young worker himself.

A PUBLIC SCHOOL FUNCTION

We have already sketched an ideal plan for providing for the boy's industrial training in the curriculum of the public schools as we do for his so-called intellectual training. It was stated that the industrial (reform) schools and a very few others had attained this high goal of extending the school duties throughout practically the entire year and of dividing every living day into interesting, alternating periods of play, study, manual industry, and recreation. But this magnificent order of life for the common child is destined to find a slow acceptance on the part of the conservative school officers.



FIG. 6. --A well-rounded boy who made an entire neighborhood happy with his flowers.

PLATE VI.

What, then, is the practical situation which the anxious parent must meet in an attempt to satisfy his desire for public industrial training for the boy? It is this: Many of the schools now have so-called manual training courses. Others are installing such work. This practice is of necessity somewhat mechanical in its applications and much limited in its scope. A little routine woodwork and occasionally some amateur practice in the blacksmith shop and foundry are about all that can ordinarily be attempted. But even then, the work given may serve as a most helpful introduction of the boy into the meaning of manual industry. And better still, it may prove to be the one thing which holds him in the school, as a part satisfaction of his instinctive desire to break away from the mere book work and seek some more active employment of his time.

Singularly enough, the mechanics and shop work in the schools, meager as they are, often give the motor-minded boy an opportunity to indulge his true nature and to bring up his low book averages. In order to show how differently the ordinary book teacher and the manual teacher or employer may view the same boy's efforts, the following statements are taken from the government report on child labor quoted at length above: —

“No. 1. An Italian boy, 14 years old, left school from the third grade, a helper in print work. Teacher's estimate — dull, below average in scholarship, incapable of high skill. Employer's estimate — bright, capable of high skill; highest probable position attainable, foreman at \$20 to \$30 per week.

“No. 2. An American boy, left grade five at 12 years old; is puller-off in glass factory. Teacher's estimate — dull, below average in scholarship and deportment; incapable of acquiring high skill. Employer's estimate —

bright, capable of acquiring high skill; good character, 'elegant boy.' Initial wage, \$3.60; present wage, \$6. Highest position will probably be glass blower in six years at \$60 a week."

"No. 3. A Welsh girl 15 years old, at leaving grade seven, works in a squib factory. Teacher's estimate — dull, below average in scholarship. Employer's estimate — bright, a good, reliable girl; may become a skillful squib maker, earning from \$10 to \$15 a week."

No better outline of tasks suited for making the manual training work mean something to the schoolboy, can perhaps be found than that given in an article prepared for *Manual Training Magazine*, Volume XIII, Number 4, page 340, by A. P. Laughlin. This work is planned for seventh- and eighth-grade pupils, and includes the following: —

1. How to measure accurately.
2. How to square lines accurately.
3. How to gage lines accurately.
4. How to read simple mechanical drawings.
5. How to make full-size mechanical drawings.
6. How to make scale drawings.
7. How to sharpen the plane.
8. How to adjust the plane.
9. The rules for planing.
10. The use of the crosscut saw.
11. The use of the rip saw.
12. Chamfering.
13. Boring holes.
14. Nailing.
15. Fastening with screws.
16. Making duplicate parts.
17. Scraping.

18. Sandpapering.
19. Staining.
20. Filling.
21. Finishing with wax.

ENCOURAGING THE BOY

Now, the purpose here of outlining the present-day status of manual training as offered in the public schools is to urge parents to coöperate with the teacher in making such training count to the best advantage in the son's life. Two types of boy especially need the coöperation here recommended. First, there are many boys who are naturally "bookish" and who are easily inclined toward a life of aloofness from manual industry. Most probably this predisposition points unmistakably to the kind of vocation for which the youth possessing it must be prepared. But he will fill the intellectual office best only after having come into a first-hand acquaintance with the meaning of manual industry. He should by all means be held to his assignments in the manual training department, but with generous allowances for the peculiarities in his temperament. The second type of boy here contemplated is the converse of the first. He shows a desire to run exclusively to the manual training work and to slight his books. A converse form of treatment to that urged for the first case is necessary. Allow for some remissness in the pursuit of the book lessons, but by no means excuse him from preparing them. The father's encouragement to stay in the school and master the whole course in the interest of a fuller manhood, should be forthcoming in support of the teacher's efforts.

Fathers are hereby urged to take the larger and broader view of the industrial work as a possible and necessary part of the school curriculum. The upward progress of

one's own boy is inseparably bound up with that of all the others of the home community. One cannot possibly go up to advantage while the others are going down through neglect or lack of opportunity. A more earnest advocacy of the enlargement of the manual training work in the schools, a better provision for the teaching facilities, an increase of the public taxation for such worthy purposes — these matters should appeal to every good citizen as part of his duties toward the common weal.

In many towns and cities the earnest parent will find reliable assistance in the matter of obtaining disciplinary work for the boy by consulting the secretary of the Young Men's Christian Association. Many of these institutions have juvenile departments and even free employment agencies. As a rule, the service extends only to the point of getting the boy and the employer together. Details of arrangements will have to be looked after by the parent.

Many of the large cities have instituted vocation bureaus with a full set of vocational advisers for the young. The most notable instance of the establishment of this important service is that of Boston where the late Frank Parsons first laid definite plans and gave the inspiration therefor. It is reported that the bureau is now placing about 15,000 persons annually at a cost of 90 cents per position. Grand Rapids, Michigan, has worked out a most excellent plan for correlating the school work and the shop work of the city. In scores of municipalities throughout the country this problem of a vocational adviser is being most seriously considered. There is good prospect that a definite and general plan for such service to the young will be perfected within the next decade. Every town and city needs an adviser and general director for the vocation activities of boys. Parents should not hesitate to consult such officers wherever they may be found.

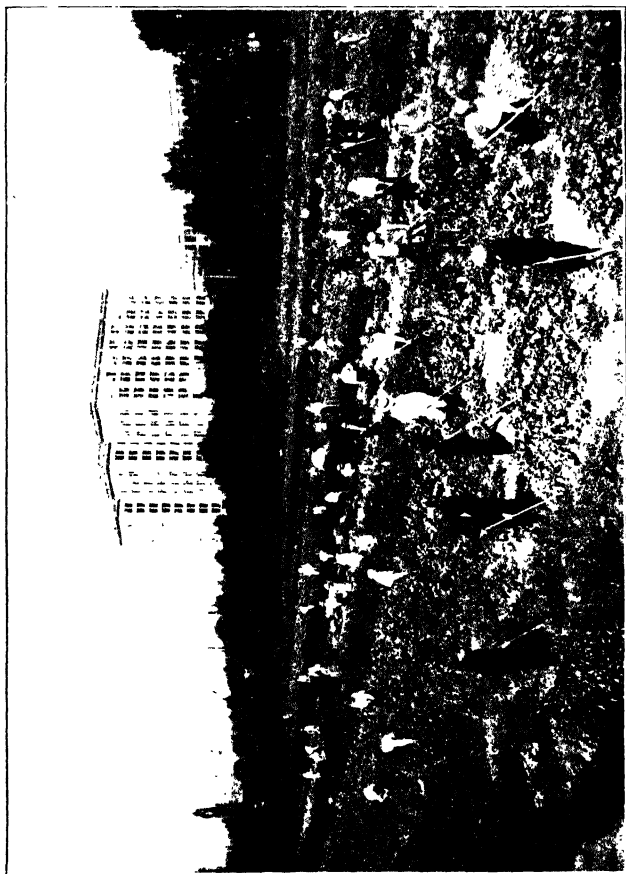


FIG. 7. — This picture shows how a great industry looks after the boys in employees' families.

VOCATIONAL ADVICE TO FOLLOW

The reader is reminded that this rather lengthy discussion of the industrial training has not been concerned first of all with the problem of the boy's permanent vocation. The chief interest has been that of considering the many ways whereby to make the boy acquainted with work and industry. It is more or less hazardous to attempt to select the vocation for the pre-adolescent boy. He is still in a state of undevelopment. Many of his best aptitudes are yet unawakened. No matter how fond he may be of some appointed task, there is absolutely no certainty of its being his first choice by the time he is a full-grown young man. In a lengthy discussion to follow this, the problem of the permanent life work of the youth will be considered under the subject of "Vocational Training." In that treatment such important matters as earning, saving, investing, and managing a business will come up for discussion. There will also be a serious attempt to make a complete and definite plan for leading the boy successfully through the school, the industrial training experience, and finally placing him in the life calling in which he can live most happily and realize his best latent powers.

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CHAPTER VI

SENDING THE YOUTH TO COLLEGE

COLLEGE attendance is fast becoming a habit if not a tradition among young Americans. Our educational institutions are becoming more crowded every year, while endowment and equipment are trying in vain to keep pace with rapid increase of attendance. But notwithstanding this great number of fellow beings in the same institution, the first year or two at college will continue to be a period of startling events to the youth that has been brought up within the narrow restraints of the home. At this time life takes on an entirely new schedule of meanings to him ; and dissevered suddenly as he is from the fixed influences of home life, he is prone to become an easy prey to the enticements of the new environment.

The early college period being one of great temptation and much uncertainty as to its future outcome, it seems pertinent here to note definitely some of the dangers that beset the way of the young student and to point out to parents just how some of these difficulties may best be obviated.

IMMATURITY OF AGE AND EXPERIENCE

Many a boy is started in habits of idleness, shiftlessness, and immorality at the time of his entering college as the result of being thrown into a new environment too young and too little developed in moral self-reliance to withstand the shock of the sudden change. Such a youth being so willing a learner, the acts and suggestions of

his new-found associates take strong hold upon his mind and conscience. Hence, the urgent necessity that the first intimate friendships formed by the boy after leaving home should be of the most desirable nature.

As a means of gradually preparing the youth to withstand the evil temptations to which his immature years peculiarly subject him, it is suggested that he be placed for one year in some near-by secondary school where the supervision of his conduct will be more personal than at college, and wherefrom he may be able to return home for the Saturday-Sunday vacation. Thus the parents will have an excellent opportunity to discuss the new problems with him as fast as they come up in his life, and to assist him in making the necessary new adjustments. This may be called the gradual method of entering college.

MUTUAL CONFIDENCE BETWEEN PARENTS AND SON

"Is my son ——— in attendance at college there? He left two weeks ago for that point, but has not written." So runs a letter from a father, but the very tone of it indicates parental mistrust, if not indifference. Unless the boy writes back almost immediately after reaching his new location, there is something seriously the matter.

Now, on first leaving home, every boy needs a confidant and a spiritual adviser in the person of some mature man or woman — some one who thoroughly understands young life, and who knows how to give the youth wholesome advice and encouragement without preaching to him. Let this spiritual adviser be college president, member of faculty, or any other suitable person. During a long experience the author has known the case of only one young man who violated the confidence of such an associate. It has been the author's pleasure to have had a secret compact with many young college men who were

in some kind of trouble, and it has been a further source of pleasure to counsel with them with a view to helping them on their feet.

So this admonition may be offered to all parents concerned: Send the boy away to college with a full measure of mutual confidence and trust. Begin at once a most cordial and frank correspondence with him, giving all possible evidence of parental solicitude but no indication of mistrust. Whenever he confesses a fault, point out to him some splendid possibility that you see latent in him, picturing every concrete way in which he might make it an actuality. And then, bring him into association with a spiritual adviser if you can at all do so.

AVOIDING AN UNSUITABLE LODGING PLACE

Hundreds of young men fail in college for want of a congenial rooming place. Put it down as a serious matter if the boy is not comfortably housed in a place that has some wise and sympathetic oversight. The dormitory conducted merely for profit usually breeds shiftlessness and moral depravity among its occupants. A private home where exemplary conduct is insisted upon, a place in charge of such an organization as the Young Men's Christian Association, or a dormitory in charge of an expert disciplinarian employed by the college, will rank in suitability in the order named. If it is at all practicable, accompany the boy to college the first time and see personally to the selection of his room. There is much false economy in choosing a poor room as a means of saving a dollar or two per month.

One of the most common nuisances of the larger rooming house is the friendly loafer. He calls at evening with others of his class, "just to have a time," and stays till a late hour. A typical case of the kind and one reported to

the college was that of a well-meaning twenty-year-old youth who was literally driven home and cheated out of his college education for want of the tact necessary to free himself from the interferences of the student loafers who spent their evenings in coarse, riotous conduct in his room.

But the fraternity furnishes what is perhaps by far the most serious aspect of the lodging-house question at college. There are many attractive features about these clubs, such as good fellowship, a circle of congenial companions, and a means of quickly forming close friendships, but as a rule the studentship is below what it ought to be and the morals are often worse. It is true that in some of the Eastern institutions the Greek-letter societies include nearly the entire student body, but throughout the Middle West they constitute fewer than half the students in attendance. Indirectly, they teach many young boys to smoke, some to drink and gamble, and follow after vile women; and in not a few cases they alienate the boy's affections from his parents. The author has witnessed some most aggravating cases of the last-named class.

Now, it is apparent to the close observer of student life that there are two things very seriously the matter with the college fraternities. First, they take in too many young men merely on the reputation of clothes and a disposition to spend money freely. Second, the membership is constituted of too many mere boys, who have made no records as students. The high school fraternities have been outlawed all over the country because of their snobbishness and their interference with the discipline of the school, and there is a constant threat of legislation against the college fraternity. Just now the secret societies of a large Western university are reported by the press as being on probation because of low-class averages and low morals, and the same class of organizations in other large

institutions have recently been shown to rank very low in their student work. Wittenburg College, the Western Michigan State Normal, and the Oklahoma Agricultural College have eliminated the fraternities, while very recently the presidents of Cornell, Brown, Minnesota, and De Pauw have spoken in radical opposition to them.

Two other charges that may be placed against the college fraternities are that they are undemocratic in spirit and that they increase the boy's expense account unnecessarily. To their credit it may be said that their members are uniformly polite (if they recognize a person at all) and that they usually stay out of student riots. In the author's judgment the majority of their objectionable features could be avoided if they would admit to membership only young men who have proved after two years' attendance that they are students of good rank both in morals and intellect.

Hence, there is offered this word of suggestion: Keep your boys out of the college fraternity till they have reached the junior, or at least the sophomore, year, and have made good class records. Until that point is reached, the secret society is a dangerous affair for the youth. After that it may be somewhat helpful, and it will at least do him little injury. When your freshman son gets ready to unite with the fraternity, he will be assisted by the several members in writing you a letter of astonishing force and persuasiveness in order to win your consent. Take the appeal considerately and do not yield till the conditions just named have been met.

TOO MUCH MONEY OR TOO LITTLE

Another source of danger to the character of the young man in college is the money supply. If he is allowed more than is actually needed to pay the ordinary bills, he tends

to be led into riotous living. One of the most serious problems of the parent during the years of growth of a son is to teach the latter the value of money. No matter how large the family income, this lesson is imperative, for upon its proper inculcation rests the boy's business and moral integrity. A college youth with an allowance of \$1000 annually has been known to be all the time distressingly in debt, while one of his mates was meeting bills promptly on an allowance of \$200.

Teach the boy to earn, and to save and lay by a part of his earnings for some commendable purpose of his own, say, his education. After such training it will be an easy matter to supply him with the additional amount necessary for his college education. But if your son has not learned the lesson of frugality and tends to be a spendthrift, it is advisable to place him on a reasonable but strict allowance. In order to determine just what his allowance should be, consult the college authorities and secure carefully prepared data on the subject.

The college youth who is forced to pinch and starve and struggle against other odds in order to get through his course appeals to our sympathy. The author has known hundreds of such cases, many of whom did surprisingly well, some of them being sons of well-to-do but penurious fathers who had a false conception of a son's just deserts. Such parents ought to realize that from a merely pecuniary point of view treatment of this kind is a loss, to say nothing of the loss to the boy of the opportunities for developing his altruistic feelings and motives. It is fair to expect and to require the young man to work with might and main during the vacation season, and perhaps some during the college term, to raise his own expense fund. But after this effort has been made, the sum accumulated should be supplemented with the necessary balance.

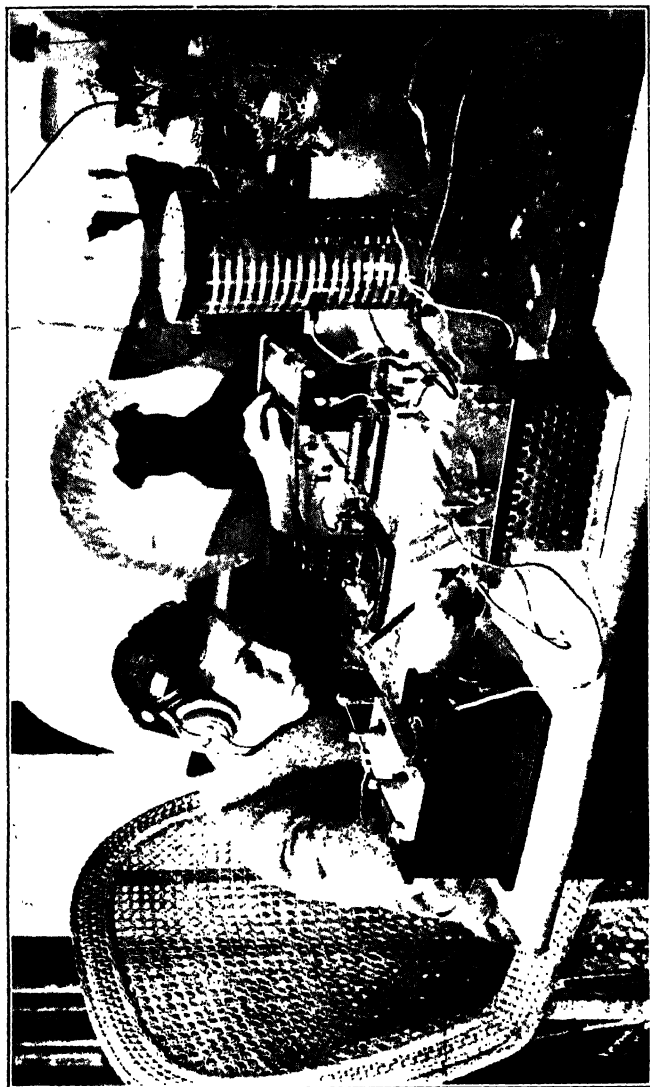


FIG. 8. — A young genius who will never know what it is to be out on a job

EVIL ASSOCIATIONS

The college community, like most others, is never wholly free from the contaminations of the evildoer and the evil-minded. But these objectionable characters cannot always be distinguished at first sight. In fact, it is not a very unusual occurrence for a good clean youth to find himself yoked up as roommate with one of the viler sort. Not long ago a well-bred young man appeared with the complaint that his roommate had a habit of "cursing and swearing and telling obscene stories." The former was advised to move out immediately. So the question of a roommate is also one of first importance, for his influence upon the young freshman is second only to that of the college president or the favorite instructor.

Parents should therefore exercise great care in the choice of the living companion for their boy. In seeking for such a person, some of the traits of character to look for are: studiousness, Christianity, chronic cheerfulness, sympathy for fellow students, loyalty to the college, polite manners. Some of the certain evidences of undesirability in a college companion are: poor studentship, scoffing at religion, profane and obscene language, loafing with coarse men and boys, visiting saloons, billiard halls, or houses of ill-repute, smoking, and the like. Unfortunately, these matters cannot always be determined upon mere inquiry, and the innocent college youth is made aware of them by degrees after his lodging mate has been chosen. But, even then, an immediate removal to other quarters is imperative; for, "Vice is a monster," etc.

Perhaps the most innocent-appearing form of the evil associate that a boy is likely to fall in with at college is the idler and loafer. The latter usually has a way of minimizing the importance and necessity of doing faithful class

work. He insists that college is not so much a place for study as it is for learning the affairs of the world at large, and he is often very tactful in managing the instructor and securing a passing grade from him. He is out much evenings at the theater, the dance, or simply calling among friends; and to the youthful student he seems to be skimming the very cream of life without doing much to earn it. But the young freshman must be put on guard against this loafer's seductive ways.

VICIOUS HABITS

Evil associations are the first steps toward evil habits. And the point of least resistance to temptation is found when some one urges the suggestion that "everybody does it." That particular argument usually brings the youthful freshman to time if anything will. A certain young man attended one college six successive years and managed in that time to get into the junior class. He was known to be an expert at inducing younger boys to learn to smoke. In fact, he seemed to possess a passion for this thing, as he always carried a good supply of materials which he would furnish free of charge to learners. Three of his victims came personally to the attention of the author, who attempted in vain to assist two of them to break off the habit after it had got a firm grip on them. All finally failed completely in their college work before reaching the junior year, and had to leave.

Elsewhere (in a widely circulated bulletin entitled "The Cigarette Smoking Boy"), the author has made a study of 2500 cases, and has shown that the smokers among college students rank $17\frac{1}{2}$ per cent lower in their class work than the non-smokers; also that they are predisposed to half a dozen serious ailments in the eyes, throat, lungs, heart, and nerves. In the Kansas

State Agricultural College, enrolling about 2500 students, few of the habitual smokers are able to be graduated, and none ever come through as honor students

Drinking is not nearly so common among students as smoking, but it is very prevalent in many of the educational institutions that are located near large cities, or where open saloons are accessible. Here Saturday night catches many young men students returning at a late hour in varying degrees of intoxication. Another habit almost certainly to be found connected with drinking is that of associating with fallen women, and the Saturday night debauch usually includes a round of this kind. Parents who send their sons unattended to institutions where such practices are common are certainly assuming a very grave risk.

Billiard halls and gambling places also claim the attention of a good many college students. But if the young man who is just finding his way in a new college environment will pause long enough to take down a list of the persons frequenting these places, he will find the better class of men and boys conspicuously absent. On the other hand, the street loafer, the illiterate, the more or less morally depraved, will be found there.

Finally, it may be said that the four-year period of attendance at college brings about startling transformations in the character of the ordinary boy — transformations, too, that make him or mar him for life. A great weight of responsibility rests upon the parents in relation to all this.

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Working One's Way through College and University. Calvin Dill Wilson. 12mo. A. C. McClurg & Co., Chicago.

The Need of Practical Physical Training. William A. McKeever. *Physical Culture Magazine*, Vol. XXVII, No. 5, p. 471.

Measuring Educational Processes through Results. L. P. Agers. *School Review*, Vol. XX, pp. 300-319.

Play as an Antidote to Civilization. Joseph Lee. Playground and Recreation Association of America. 1 Madison Ave., N.Y. 10 cents.

The Cultural and the Vocational in the College Curriculum. *Education*, Vol. 32, p. 284.

Earning Power of Young College Men. *Literary Digest*, Vol. 44, p. 212.

Routine and Ideals. L. R. Briggs. 232 pp. Chapter VI, "The Mistakes of College Life." Houghton Mifflin Co., Boston.

Value during Education of a Life-career Motive. C. W. Eliot. 48th Annual Volume, National Educational Association.

Education Best Suited for Boys. R. P. Halleck. 44th Annual Volume, National Educational Association.

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